State of Ohio
LSTA State Plan
2003 – 2007

I. Mission Statement

"The State Library of Ohio leads in developing and providing excellent information services in Ohio," states the Vision statement in the State Library of Ohio's 2002 – 2007 Strategic Plan. More specifically, the mission of the State Library of Ohio is to:

- Provide access to information for Ohio's state government
- Lead and partner in the development of library services throughout Ohio
- Enable resource sharing among libraries and library networks
- Provide specialized services to Ohio's citizens

Recently the State Library Board, as part of the strategic planning process, reaffirmed the mission of the State Library. The Board also recognized the congruity between the purposes of the Library Services and Technology Act (LSTA) and parts of the State Library's mission. The Board appreciates the very positive impact that LSTA has in promoting the improvement of library services to Ohio's citizens.

II. Needs Assessment

Libraries in Ohio

A brief description of the four types of Ohio's libraries is provided below:

Public Libraries: Public libraries are those libraries established under Ohio Revised Code Sections 3375.06, 3375.10, 3375.12, 3375.15, 3375.22, 3375.30, or 1713.28 to serve the residents of a designated service area. There are 250 library systems under Ohio law, which fall into one of six types of public library. Types of libraries include 18 Association, 3 County, 54 County District, 20 Municipal, 151 School District, and 4 Township libraries. Local boards of trustees oversee all public libraries. All 250 public library systems are eligible to apply for LSTA funds.

Academic Libraries: There are 15 state universities, 23 state university branch campuses, 24 community and technical colleges, 55 private colleges and universities, and one school of nursing offering higher education opportunities to Ohioans. Governance patterns within colleges and universities vary with ultimate authority usually residing with a board of trustees or directors. Statewide, higher education matters are coordinated by the Ohio Board of Regents. All 118 college and university libraries are eligible to apply for LSTA funds.

School Libraries. There are 612 public school districts in Ohio with a total of 3,811 buildings. School library media centers are funded through the school district's budget which is currently supported by the local property tax and state foundations funds and can

be supplemented through the Education and Consolidation Act of 1988. Additionally there are 878 private schools located in the state. All public school districts, joint vocational schools, community schools and private schools with a library on-site are eligible to apply for LSTA funds, as are the 60 Educational Service Centers, the 23 Data Acquisition sites, 17 Special Education Regional Resource Centers (SERRC), and the 24 Area Media Centers.

Special Libraries: There are approximately 450 special libraries in the state. Three chapters of the Special Library Association represent special libraries, including medical, business, corporate, and state agency libraries. Those special libraries that meet the LSTA eligibility requirements may apply for LSTA funds.

Institution Libraries: There are 51 state supported institutions in Ohio operated by the Department of Mental Health, Department of Rehabilitation and Correction, and the Department of Youth Services. All institutions with a staffed library are eligible to apply for LSTA funds.

Statewide Library Networks

Ohio has three distinct statewide electronic library networks. They are described below:

OPLIN: The Ohio Library Council, in collaboration with the State Library, initiated the Ohio Public Library Information Network (OPLIN) in 1995. It is currently funded by the Library and Local Government Support Fund. The network links all 250 public libraries in Ohio to the state's telecommunication backbone. To fulfill its mission, OPLIN provides the residents of the State of Ohio fast, free Internet access through the state telecommunications network, as well as the use of high-quality research databases not freely available on the World Wide Web, through their local public libraries. The State Library has encouraged public libraries to use the OPLIN telecommunications lines to form automation consortia. The formation of these consortia contributes to libraries sharing materials through a statewide resource sharing network. OPLIN is now one of the lead implementers for the technology piece of the statewide resource sharing initiative, MORE (Moving Ohio Resources Everywhere).

OhioLINK: The OhioLINK (Ohio Library and Information Network) is a networked consortium of over 90 public and private universities and colleges throughout the state. Users may request materials from any member library and expect delivery of the item to their site within 2-3 working days. In addition to providing access to the collective catalogs of member institutions, OhioLINK provides access to a number of bibliographic citation databases and PowerPages. OhioLINK also provides access to a collection of e-books. The OhioLINK Digital Media Center provides the academic community with access to digital art collections, architecture images, historic maps, demonstrations of physics experiments, and native foreign language tapes.

INFOhio is an Ohio Education Computer Network (OECN) service providing cost-effective library automation, electronic resources, networked media booking, and a union

catalog for Ohio K-12 schools. The vendor for the library automation component is DRA/MultiLIS. Use of the software began in early 1994 and today almost 1800 buildings are involved. The library automation software, updates maintenance, and training are provided via the state's 23 Data Acquisition sites.

All three statewide information network providers are eligible to apply for LSTA funds.

Chartered Regional Library Systems: There are seven chartered regional library systems in Ohio. Upon becoming chartered, the system is governed by a Board of Trustees whose powers are analogous to those of a public library board. The laws governing Regional Library Systems are outlined in Ohio Revised Code 3375-2-07. Chartered regional library systems are funded by state funds as a line item in the State Library's budget and through local funds contributed by members. The Regional Library Systems provide a number of member-driven services including continuing education (especially technology) and technical support. The Chartered Regional Library Systems are eligible to apply for LSTA funds.

Professional Associations: Ohio has a number of professional associations such as the Ohio Library Council (public libraries), Academic Library Association of Ohio, Ohio Educational Library Media Association, and three chapters of the American Association for Information Science (special libraries). All of the associations are eligible to apply for LSTA funds.

Description of Data Sources

Ohio is a very diverse state, ranging from urban centers to flat sprawling farmland to the foothills of the Appalachians. According to the Ohio County Profiles, "Its physical makeup runs from Appalachian Mountain foothills in the south to smooth glaciated plains in the north. It is a place of rolling hills, small towns, and sprawling cities." Ohio is also a library-rich state with 250 independent public libraries, 118 academic libraries, more than 3,500 school libraries, and over 400 special libraries. There are needs which transcend the state no matter what the geographic locale. However, Ohio also has a reputation as being fiercely independent and this is apparent in its libraries. Each library and each community is autonomous and each has very localized needs. Any LSTA program must recognize this independence and allow for individualized structure to meet the local needs.

Like many other states, library budgets have been hard hit during these difficult economic times. While the Ohio legislature has had an excellent reputation for funding public libraries, funding for public libraries has been frozen. In these times of financial exigency, many school districts are eliminating library personnel. Ohio's institutions of higher learning have had to manage budget cuts in the 5 – 10% range; these cuts have been passed on to the academic libraries and OhioLINK. The Ohio Supreme Court has ordered the legislature to make funding of schools more equitable. The legislature has been grappling with this issue for more than 11 years. Regardless of its outcome it is clear that many school libraries are in urgent need of additional funding to support basic

services. The State Library has also suffered more than a 10% reduction in its budget over the past two years. These budget restrictions make the cogent use of LSTA funds more important.

Several methodologies were employed in the development of the new Five-Year LSTA Plan. An in-depth review of the current five-year plan indicated some areas where continuation of programs, or modification of them, should occur. As part of the Five-Year Plan evaluation, independent consultants Himmel and Wilson were asked to explore areas where LSTA funds would be beneficial in the future. They conducted 22 focus groups across the state. Questions asked included:
- Are the four grant categories the right ones for Ohio Libraries?
- Are these the areas where the greatest needs for outside funding are?
- What are the specific areas under these categories that are more needy than others are?
- What's Missing—What other areas should receive more attention or be a higher priority?

Their conclusion was those current funding categories are, for the most part, satisfactory and continue to address the service needs of Ohio libraries. What the consultants did indicate, however, was that the State Library needs to do a better job of marketing exemplary and model projects and should perhaps consider more clearly defining "underserved".

Based on the results of the Himmel and Wilson evaluation, it was determined that, while much progress has been made in addressing the original six needs from the LSTA Five Year Plan 1997-2002, they continue to be relevant. Those needs were and continue to be:

- Strengthened ties between OPLIN, OhioLINK, and INFOhio
- Statewide Resource Sharing (ILL and Delivery)
- Automation of Non-Automated Libraries
- Encouraging Library Cooperation
- Training and Technical Support
- Services to Underserved Populations

The State Library also worked with the LSTA Advisory Council and the State Library Board to assess what priority needs remain unaddressed in the Ohio library community. State Library staff relies heavily on the broadly representative LSTA Advisory Council to inform the State Library of priorities and concerns of their constituent groups. Utilizing the Nominal Group Technique, the Advisory Council came up with the following priority list for LSTA in the next Five-Year Plan:

- Statewide core electronic resources
- Research to establish benchmarking
- Statewide resource sharing
- 24/7 Reference Service
- Innovative Technology

- Continue to automate school and public libraries
- Distance Learning
- Technology Literacy in areas with a high incidence of poverty

At the State Library Board retreat January 31-February 1, 2002 the Board discussed the LSTA Advisory Council priority list and suggested areas for refinement and additions. Discussion by the Board included 1.) that any purchase of databases be coordinated with the databases provided by the three statewide networks and that any databases be available to all citizens remotely as well as in the library; 2.) that the State Library provide a research agenda as the basis for a competitive grant program; 3.) that any 24/7 reference program be well marketed; and 4.) that the remaining priorities identified by the LSTA Advisory Council be accomplished through the competitive grant process. Decisions of both the LSTA Advisory Council and the State Library Board are incorporated into the Plan's activities.

Finally, a literature search, focusing on Ohio, provided the final pieces of the needs assessment. This included census data as well as other national and statewide trends. This was done, in large part, to corroborate the perceptions of State Library staff, the State Library Board, the LSTA Advisory Council, and Himmel and Wilson. This information is incorporated under the relevant goal section below.

In addition, the Ohio Library Council (OLC) is currently conducting a project that involves a large number of staff from many public libraries. This project, called the Futures Initiative, is a major strategic thrust of OLC and will identify and respond to the statewide needs identified by seven task forces. The State Library is a partner in this process and expects that many of the solutions will be eligible for LSTA funding. Preliminary task force reports will be completed by the end of May 2002, and further input from the library community will be gathered at the OLC Annual Conference in October. Final recommendations concerning statewide solution will be completed by the end of 2002. In terms of public libraries, the State Library expects that the results of the Futures Initiative will be of great interest to the Ohio LSTA Program.

The State Library has the responsibility to encourage and assist the efforts of libraries to develop mutual and cooperative solutions to library service problems and community needs. The LSTA Five-Year Plan 2003-2007 will assist in providing direction for the use of LSTA funds to address these needs and create these solutions.

III. Goals

When developing the goals for the Five-Year Plan, staff evaluated the previous LSTA goals as well as the State Library of Ohio's strategic plan. It became apparent that the LSTA purposes as annunciated in the "changes to the current law" documents distributed to COSLA mirrored many of the goals and strategies in the State Library of Ohio strategic plan. Staff therefore decided to adopt modified H.R. 3784 goals as Ohio's LSTA goals for the years of 2003-2007. A secondary goal statement is included,

indicating how the federal goal will be interpreted and applied in Ohio. Specifically these goals are:

Goal 1: Expand services for learning and access to information and educational resources in a variety of formats in all types of libraries for individuals of all ages. In Ohio, Goal 1 will focus on training and Continuing Education activities, for both staff and customers, with particular emphasis on videoconferencing.

Goal 2: Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. In Ohio, Goal 2 will focus on multitype cooperation, guided by the three statewide information network providers and the State Library of Ohio.

Goal 3: Provide electronic linkages among and between all types of libraries. In Ohio, Goal 3 will focus on statewide resource sharing in its broadest context.

Goal 4: Develop public and private partnerships with other agencies and community-based organizations. In Ohio, Goal 4 will focus on partnerships between libraries and other agencies which share a similar mission.

Goal 5: Target library services to people of diverse geographic, cultural, and socieo-economic backgrounds, to individuals with disabilities and to people with limited functional literacy or information skills. In Ohio, Goal 5 will focus on services to the underserved, with particular emphasis on the mildly disabled and Ohio's growing diverse population.

Goal 6: Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. In Ohio, Goal 6 will focus on family literacy and children's reading programs.

Goal 7: Promote improvement in library services in all types of libraries in order to better serve the people of Ohio. In Ohio, Goal 7 will focus on improvements to the LSTA program, in particular marketing and the shift to outcome based evaluation.

At the end of five years, Ohio will have accomplished the overarching goal of empowering Ohio citizens by building and providing better library service.

In the next section below, each goal is discussed in terms of needs assessment relevant to the goal, a program (activities, timelines, responsibilities), and evaluation (output and outcome targets) of the goal.

Goals/Program/Evaluation

Goal 1: Expand services for learning and access to information and educational resources in a variety of formats in all types of libraries for individuals of all ages. In Ohio, Goal 1 will focus on training and Continuing Education activities for both staff and customers, with particular emphasis on videoconferencing.

Need:

Based on the State Library strategic plan, the State Library plans to work with schools libraries to improve their services to faculty and students. The strategic plan targets school libraries for developing services.

Continuing education opportunities across the state are sporadic and there is no overall coordination of content. Public libraries tend to rely on the Regional Library Systems for training and schools their DASites. Ohio Library Council (OLC), Ohio Educational Library Media Association (OELMA), and OHIONET are among some of the entities that offer training and staff development statewide. But libraries often indicate that it is difficult to provide release time to staff to attend training and training opportunities are often at a considerable distance. Without adequately trained staff, libraries find it difficult to provide quality training to their customers. The desire for training, particularly technology training, is always a high priority when local libraries conduct community surveys.

The State Library Board and the LSTA Advisory Council strongly endorse the concept that all types of libraries must have adequate staffing with qualified personnel. In the case of school libraries, recent research indicates that a strong, positive relationship exists between effective school libraries and students' academic achievement and performance. The State Library believes that the presence of credentialed library media specialists in schools is a key component in creating an effective school library. The presence and participation of credentialed school library media specialists in applicant schools will be considered during the LSTA grant review process.

As part of the 2001 Connectivity Survey, OPLIN asked public libraries how many plan to implement video services. 88 libraries or 37% said they planned to. A videoconference network is already emerging across the state. Less than 5% of public libraries are connected through OPLIN. Most major universities have videoconference technologies in place as do a large percentage of the schools. Enhancing the videoconference network and placing an emphasis on the content to be delivered will assist libraries in addressing training and staff development needs. A better-trained staff will also assist public libraries in providing regular Internet training. At this time only 37% (96 libraries) provide Internet training on a regular basis, despite an increased number of requests for training.

Programs:

The State Library will develop a strong working relationship with individual credentialed library media personnel. By 2006 a plan for relationship development will have been completed and staff will be in the process of implementing the plan. The progress and the impact on success and/or quality of the school-State Library relationship will be continually monitored.

The State Library, in particular the School Library Consultant, will work to develop a School Library Assistance Plan. The Plan will be in place in 2003 and will be evaluated on an ongoing basis.

The State Library will encourage libraries to submit grant proposals that address training needs in the local community, with particular emphasis on information literacy training and programs that train teachers on the use of information resources. Videoconferencing and distance learning grants, which will tie with the statewide network, will also be encouraged.

The State Library will convene a videoconference institute in 2003 which will address the issue of content to be delivered over the emerging statewide videoconference network. The institute will insure that training needs of all types of libraries will be addressed via the network.

The State Library will work closely with the OLC and OELMA to provide quality training on library issues. State Library staff will be encouraged to be active members in these organizations and to present programs where appropriate.

State Library staff will be represented on Ohio Library Council, Regional Library System, and other training provider councils in an effort to coordinate training across the State.

State Library staff will be encouraged to present programs in their area of specialty at local, regional, and state workshops.

In 2003 a Mobile Training Lab will be made available to libraries in the state as a means to train their staff and patrons.

To address the increased need for Leadership Training, the State Library will investigate the possibility of establishing a Conference Grant program. An assessment will take place in 2003 and if found to be viable parameters will be developed based on the priorities established in the Plan. The first Conference Grants will be accepted in 2004.

Output Targets:

School media centers receiving LSTA grants will be asked about their use of the Standards as part of the final and year after reports. The number of school media centers using the Standards will be measured. It is anticipated that the number of schools using and meeting the standards will increase each year. The number of training grants and the types of programs will be tabulated. Those libraries receiving videoconferencing grants will be asked to keep counts on the use of the equipment and who is using the equipment. The number of leadership opportunities will be tabulated. All training activities will include a count of number of libraries sending participants and number of participants.

Outcome Targets:

Follow-ups from all training activities will indicate the percentage of attendees who say training benefited them. Follow-ups with supervisors will indicate the percentage that feel training has enhanced staff abilities. In school projects, follow-ups with teachers will indicate the percentage that feels more confident using electronic resources. Outcomes of the videoconference institute will be the development of a content based training agenda for all types of libraries and their customers.

Goal 2: Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. In Ohio, Goal 2 will focus on multitype cooperation, guided by the three statewide information network providers and the State Library of Ohio.

Need:

An overarching goal for the State Library is the eventual linking of the three major statewide information network providers. These information networks are the anchors of statewide library service. By working cooperatively the information network providers can go a long way in addressing the gaps in statewide library service. The eventual interconnection of these entities is an ambitious goal, but an attainable one.

The State Library has decided to decrease its emphasis on digitization. Numerous other agencies in the state are taking a lead role in digitization efforts, most notably the Ohio Memory Project, which seeks to digitize records for Ohio's Bicentennial. Although digitization grants will still be eligible under the category of innovative technology, no other activities are planned.

Programs:

The State Library will continue to work closely with the three statewide information network providers, OPLIN, INFOhio, and OhioLINK.

By 2004, after discussion of the database concept paper (discussed below), a core set of databases will be available to Ohio's citizens. These databases will be available to the constituents of the three statewide networks. The databases will be available for in-library use, but will also be available remotely through patron authentication.

Currently, the academic libraries and the public/school libraries have separate statewide delivery contracts, one administered by OhioLINK and one by the State Library. One vendor provides the service for both contracts. By 2005, the State Library and OhioLINK will investigate the feasibility of providing statewide delivery services to all libraries under one contract.

The State Library will continue to offer and to promote grants in the area of innovative technology.

Output Targets:

Cooperative activities will increase, as will communication lines. The number of innovative technology proposals received and funded will be tabulated.

Outcome Targets:

Representatives from the three information network providers will indicate increased benefits to their customers due to increased cooperative activities. Recipients of innovative technology grants will indicate increased benefit to their libraries and their customers.

Goal 3: Provide electronic linkages among and between all types of libraries. In Ohio, Goal 3 will focus on statewide resource sharing in its broadest context.

Need:

Despite the fact that many of the needs remain the same as the 1997-2002 Plan, their priority has changed. In the first five-year plan, automation of unautomated libraries was the clear number one priority, yet today only three public libraries remain to be automated and only a handful of academics. A survey of K-12 public school districts was conducted in February 2002 to determine the circulation and catalog automation status in the public schools. Of the 3,675 school buildings, 43.7% are currently automated using INFOhio's system, 27.2% are automated using other automation systems, and 29.1% are not automated. Over time it can be anticipated that many of the school buildings using a standalone, generally PC-based system will wish to migrate to a consortium or networkable system. Those school libraries that are financially and administratively ready to automate have plateaued. There will always be a need to have automation funds available as a few libraries become ready to automate or wish to migrate but the need for automation funding is no longer paramount. For those libraries that have automated through INFOhio, proportionately more high schools have been automated (54.1%) than

elementary (39.2%) or junior high/middle school (48.2%) libraries. Consequently, future grants will more likely be used to complete district-wide automation, not initiate it.

As libraries have automated, the need for resource sharing has increased. This then becomes a top priority in the 2003-2007 Plan. Statewide resource sharing has always been the underlying goal of automation. Now as more libraries are automated and as MORE (Moving Ohio Resources Everywhere) becomes functional, resource sharing is becoming a reality. Through the automation grants and the use of funds to initiate the statewide resource sharing initiative, the State Library of Ohio has been a leader in the development of a resource-sharing environment in Ohio. This five-year plan will make the statewide resource sharing vision a reality. As part of the 2001 OPLIN connectivity survey, public libraries were asked if they planned to participate in resource sharing. 210 or 89% of libraries said they were. Of those 74% are already Z39.50 compliant and 45% use some version of SIP. Many are already in the queue to join MORE.

The movement of books is only the first step in resource sharing. If one accepts the premise that the library has three main functions: providing resources, providing information resources, and providing answers to questions, then resource sharing of materials only addresses one third of the library's role. During the next five years, Ohio will continue to address the resource sharing of materials by assisting additional libraries to automate and join MORE. More importantly, during the next five years Ohio will explore the other two library functions as venues for resource sharing. This will be accomplished by investigating the use of LSTA funds for shared databases and the establishment of 24/7-reference service.

Programs:

The State Library will maintain grant programs for automation and resource sharing. The intent being that automation is a stepping stone for full participation in the statewide resource-sharing program, MORE.

In 2005 the State Library will re-evaluate the automation grant program in its current form. The possibility of revising the guidelines to allow for system upgrades at a higher local match is one alternative to be evaluated. Should major changes to the program be deemed necessary, they will begin with the 2006 grant year.

In 2003 the State Library will support Statewide Resource Sharing and MORE by paying for the on-going maintenance of the Fretwell-Downing software. This software allows the searching of disparate library catalogs. Ohio currently has approximately 25 different library automation platforms. The Fretwell-Downing software makes use of Z39.50 and NSIP protocols to allow libraries to identify and request materials from each other. Materials are physically moved from one library to another through the statewide delivery system which is paid for by individual libraries

The State Library will begin to investigate the next phases of resource sharing: shared online databases and 24/7-reference service. A concept paper will be written in 2003 by

the three statewide information network providers evaluating the pros and cons of shared databases. If the concept paper illustrates the benefits of shared databases, an evaluation of databases will be conducted and negotiations will take place so that a core sample of shared databases will be unveiled July 1, 2004.

Negotiations for a 24/7-reference program will take place so that a system can be unveiled no later than July 1, 2003.

Output Targets:

The number of libraries automating each year will be counted as will the number of customers trained on the new systems. Number of libraries participating in MORE and the number of items shared will be tabulated yearly. The number of materials loaned through MORE will be captured by the software and reported on a monthly basis. It is anticipated that the numbers will increase each year. The number of questions sent to the 24/7-reference service and the number successfully answered will be tabulated monthly and yearly. Outcome of the concept paper will determine outcome of pursuing shared databases. If implemented, the number and type of shared databases will be kept, as will counts on users.

Outcome Targets:

For school automation projects, librarians, teachers and administrators will be surveyed to indicate the percentage who believe that automation has had an impact on student achievement. A random sampling of school librarians should indicate a large percentage who now feel empowered following library automation and who believe that the library now has a higher visibility in the district. Bi-annual surveys should indicate that librarians feel that MORE has benefited and increased use of the library. Random teacher and student surveys will be used to determine the percent of persons who feel access to more and varied resources, databases, and reference service has improved their lives and their impressions of the library.

Goal 4: Develop public and private partnerships with other agencies and community-based organizations. In Ohio, Goal 4 will focus on partnerships between libraries and other agencies which share a similar mission.

Need:

Over the last several years the library community has become cognizant of its responsibility to partner with other organizations in the community in order to meet the needs of all customers. As evidenced in the first Five-Year Plan evaluation, encouraging library cooperation is still perceived as a priority. There still exists a strong need to encourage libraries to work and cooperate with other libraries and organizations that have a similar mission.

Programs:

During the Bicentennial year of 2003, the State Library will encourage libraries to partner with historical societies and other agencies to present programs relevant to the Bicentennial. A limited number of minigrants will be made available for collection development in the area of Ohio history.

The State Library will strengthen its relationship with the Ohio Community Computing Network (OCCN). An awareness campaign about OCCN will be conducted in 2003 and by 2006 it is anticipated that an increased number of OCCN Technical Centers will be located in libraries.

The State Library will encourage libraries to collaborate and partner with other agencies with whom they have a similar mission. These partnerships may include, but are not limited to: Ohio Literacy Network, Community Learning Centers, and Public Health Agencies.

Output Targets:

The number of grants awarded for Ohio history and use of individual collections will be tabulated. Programs held in conjunction with the collection and Bicentennial will also be counted. The number of cooperative activities undertaken with OCCN and the number of OCCN Technical Centers housed in libraries will be counted. The number of cooperative activities and the agencies collaborating with will be counted and marketed to other libraries.

Outcome Targets:

A random sample of those libraries receiving Bicentennial mini-grants will indicate use of the collection and an increased interest in and knowledge about Ohio history from library users. A random sample of those using the OCCN Technical Centers housed in libraries will indicate a better perception of the role of libraries and will indicate higher use of libraries and library services.

Goal 5: Target library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities and to people with limited functional literacy or information skills. In Ohio, Goal 5 will focus on services to the underserved, with particular emphasis on the mildly disabled and Ohio's growing diverse population.

Need:

The Ohio library community is slowly becoming aware of the need to reach out to the disabled. It is the goal of the State Library and the Advisory Council to promote

awareness of disability issues and the need to provide quality library services to these customers. Awareness is the first instrument to be used. The needs of the severely disabled may be beyond the role of the library, but the needs of the mildly disabled, which includes the elderly and aging baby boomers, are quite within the scope of the library mission. Only 16% or 43 public libraries currently offer some sort of adaptive technology for the disabled. There are over 236,000 children in Ohio with disabilities, approximately 14,000 who are visually impaired and 1447 who are legally blind (2001 figures). Visually impaired and disabled children need the experiences and opportunities of other children. Most are usually able to do what their peers can accomplish given minor additions, clear instructions, and a little more time. Because of federal and state laws, schools are required to have much of this technology available for their students.

Many libraries resist installing assistive technology due to fears of costs of the equipment and the training required. However, options exist and this is the message that must be conveyed. Libraries must look at what they actually require and then assess the technology that is available. Four areas of assistive technology exist. It may not be the role or the responsibility of the library to provide specific software such as Jaws but it does fall within the library's responsibility to provide keyboarding, general computer knowledge, and adaptive hardware and software.

The demographic profile of Ohio is changing. Ohio ranks 7th among the states in population size. Since that last census, Ohio's population increased by 3.8 % - only 14 states added more people. Between 1990 and 2000 Ohio's population of 17 and younger increased by 3.16%. At the same time, the population of those 65 and older rose by 7.16%. Ohio's minority population is also growing. Between 1990 and 2000 29% of Ohio's net population growth was African American and 15% was of Hispanic origin, particularly Mexican and Puerto Rican. (Ohio Demographic Profile: Charting the Change). According to census figures, approximately 5% of Ohio's population speaks a language other than English as their primary language. In 1998, the Ohio Department of Education reported that 298 of Ohio's school districts served a population of 13,867 limited English proficient students, an increase of 1,500 students over the previous year. Ohio's citizens include significant numbers of German, Japanese, Russian, Vietnamese, Chinese, and Somalian. Over 70 different languages are spoken in the state. In 1997, the Immigration and Naturalization Service estimated that Ohio's illegal alien population was approximately 23,000, a 30% increase since 1992. Ohio now has eleven Migrant Head Start Centers. It is becoming increasingly apparent to Ohio libraries that they must reach out to these new diverse populations and provide them with the services they require.

Programs:

The State Library will continue to collaborate with other agencies in the development of programs that reach the disabled in the community and allow libraries to provide enhanced services to the disabled.

In 2003 the State Library will begin planning for a workshop on Planning for Library Services for People with Disabilities. The workshop, done in collaboration with the

statewide library associations, regional library systems, or one of the agencies serving the disabled, will take place in 2004. A follow-up survey to participants will take place in 2005.

The State Library will continue to support the Blind and Physically Handicapped Program. An in-house assessment will be done in 2005 to ascertain if the program is still viable and if all needs are being addressed.

The State Library will encourage grants for programs and services to diverse and disabled populations. Cooperative projects will be highly encouraged. This will in part be accomplished through a publicity piece in 2003 and 2006. The publicity in 2006 will focus on output evaluation of projects funded in 2003-2005 and follow-up to the Services for People with Disabilities workshop.

Closing the digital divide for any segment of Ohio's population that does not have full access to digital resources is a commitment of the State Library. The State Library will encourage libraries to submit grant proposals for LSTA funds that improve services to people with limited English speaking skills. Grants improving library services to ethnic and cultural minorities will also be encouraged.

Output Targets:

The number of libraries implementing assistive technologies will increase. The number of training programs for librarians on using assistive technologies and sensitivity issues will be tabulated.

The number of libraries implementing programs for migrants, Hispanics, and other diverse populations will increase. Use of the library by these groups will increase. The number and types of collaborative efforts will be tabulated.

Outcome Targets:

Follow-up evaluation will indicate the percent of librarians indicating increased awareness of the needs of the disabled. Focus groups or surveys with migrant and/or diverse populations will indicate an increased use of the library and a feeling that the library is addressing their needs. Collaborative agencies will indicate that their knowledge and recognition of the library and its services have increased.

Goal 6: Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. In Ohio, Goal 6 will focus on family literacy and children's reading programs.

Need:

Despite the richness of educational opportunities in Ohio, education levels are relatively low. According to 1999 statistics (latest available) 7.9% of Ohioans have less than a 9th grade education. Of the 75.7% with a high school education, 53.4% are high school graduates only. (Ohio County Profiles) Poor educational background provides a poor environment in which to raise children. The needs of small children must be addressed in a variety of venues and the library can and should play a key role. In Ohio, in 2000 (latest year available), the Children's Defense Fund noted that 16% of children were living in poverty and 8% were in living in extreme poverty (income below 50% of poverty level). In Ohio a child is born into poverty every 18 minutes. 27% of children were in families headed by a single parent. In Ohio, children in single-parent, female-headed families are four times as likely to be poor as children with married parents. Living in poverty means many working families have to scrimp on the basics. Children who grow up poor are less likely to have quality schools, childcare, and health care—all of which can help break the cycle of poverty. (Children's Defense Fund, Child Poverty in Ohio)

Programs:

In response to library needs and special requests, the State Library will develop, implement, and promote programs that sponsor family literacy. These include but are not limited to Mother Goose programs and Helping Books-Helping Families. State Library assistance is contingent upon libraries partnering with other agencies which provide services to young children. Library Development consultants will work closely with any library interested in family literacy programming.

The State Library will encourage libraries to submit grant proposals that improve library services to children whose family lives below the poverty level.

The State Library will coordinate the Summer Reading Program for children and for young adults.

The State Library of Ohio will investigate the possibility of providing a small number of establishment grants. Discussion will occur in 2003. If it is decided to move forward with the program, criteria will be established in 2004 and the first grants will be made available in 2005.

Output Targets:

The number of libraries implementing family literacy programs and the type of programming will be tabulated. The number of libraries using the summer reading program will be kept. Depending on the decision regarding establishment grants the number of grants received and funded will be kept.

Outcome Targets:

Library Development staff will undertake an outcome-based evaluation for each of the family literacy programs, doing one per year beginning in 2003. Surveys of participants should indicate an increased awareness of the library and its services, as well as increased use. Random surveys of librarians using the summer reading program will indicate satisfaction with the program and the belief that it fosters increased use of the library.

Goal 7: Promote improvement of library services in all types of libraries in order to better serve the people of Ohio. In Ohio, Goal 7 will focus on improvements to the LSTA program, in particular marketing and the shift to outcome based evaluation.

Need:

One of the recommendations from the Five-Year evaluation was the need to promote the LSTA program, particularly successful programs which could be replicated. Publicity and marketing are of great interest to the LSTA Advisory Council which would also like to see the program's success better articulated and results better disseminated. The LSTA program is currently viewed favorably by the Ohio library community. Continual assessments of the program are required in order to improve and enhance the program to keep it viable for Ohio's libraries.

Programs:

The State Library of Ohio will make available consultant services to all types of libraries.

Through its two Resource Centers in southeastern and southwestern Ohio, the State Library will identify and obtain materials for libraries whose own collections are inadequate for their users' needs. The State Library will continue the development of the SEO Automation Consortium as a primary means for member libraries to share resources. State Library staff will search the SEO Consortium database as well as MORE to identify materials for patron use. If relevant materials cannot be located, the OCLC database will be searched and referred to potential libraries to fill requests.

The State Library of Ohio will develop a research agenda whereby each year, beginning in 2003, a research study on a topic of importance to the Ohio library community will be conducted. For 2003, the research topic will focus on school library media centers. The topic for 2004 will be developed in 2003 and so on. The research agenda will be closely tied to the priorities and activities in the Plan.

The State Library will develop an LSTA marketing plan whereby at least one marketing piece per year is developed and distributed. Publicity pieces may focus on one type of library or one type of program. Marketing will focus on successful programs.

The State Library will begin the process of outcome-based evaluation. In-house training will occur in 2003. A limited number of subgrants will field test a training program and

the methodology in 2004 and all subgrantees will be trained to use outcome-based evaluation beginning in 2005. Specific measures for types of grants will be developed for use by all subgrantees.

In conjunction with outcome-based evaluation, the State Library will develop core standardized evaluation tools to be used as part of the evaluation of certain programs. Tools will be field-tested in 2004 and will be used by all LSTA sub-grantees beginning in 2005.

Output Targets:

The number of consultant questions will be tabulated. The number of marketing pieces will be counted. The number of materials shared through the SEO Automation Consortium, MORE, and OCLC referrals will be tabulated on a monthly and yearly basis. The number of libraries successfully using outcome-based evaluation will be tabulated.

Outcome Targets:

A follow-up survey will be sent to a random sample of those requesting consultant services. Survey results will indicate the percentage that feel their library or program benefited from these services. Changes to the LSTA program will be made as warranted or as indicated by customer feedback.

IV. Stakeholder Involvement Procedures

The LSTA Advisory Council is broadly representative of public, academic, institution, school, and special libraries as well as users of library services, especially underserved populations. The directors of the three statewide information network providers as well as the directors of the public and school professional associations are ad hoc members of the LSTA Advisory Council. The LSTA Advisory Council provided State Library staff with preliminary ideas for inclusion in the LSTA Five-Year Plan. Their suggestions, coupled with results and recommendations from the previous Five-Year Plan evaluation prepared by Himmel and Wilson, Library Consultants became the basis for the current Five-Year Plan. The LSTA Advisory Council met to approve the Five-Year Plan prior to its submission to IMLS.

The LSTA Advisory Council meets approximately 3 times a year to provide State Library staff with guidance on the LSTA program in Ohio. The LSTA Advisory Council has strongly endorsed the concept that the majority of LSTA funds received by Ohio be made available to all eligible Ohio libraries through the competitive grant process. Typical agenda items at Council meetings include new grant programs, allowable costs, funding updates, application trends and so on.

The State Library Board provides oversight and direction for the State Library and its programs, including LSTA. The State Library Board is kept abreast of activities of State

Library LSTA staff and the LSTA Advisory Council and makes recommendations on the development and direction of the LSTA program and grants. The State Library Board approves all LSTA grants and grant recipients are required to make formal presentations to the Board. Additionally, past grantees are requested on an ad hoc basis to make presentations to the Board on the impact their project has had on the community.

Once the LSTA Five-Year Plan was developed it was posted on the State Library website and librarians across the state were invited to make comments. State Library staff encourage librarians across the state to comment on the LSTA program. As part of the five-year evaluation surveys, interviews and focus groups were used to assess the LSTA program and to request ideas for future direction and needs.

All LSTA grants are peer reviewed. A member of the LSTA Advisory Council chairs review teams. The additional three members of the team include a public library and school library representative and either an academic or special library representative. Team members are chosen based on past experience in writing an LSTA grant or previous experiences with the State Library. Over the past five years over 100 persons have reviewed LSTA grants and have provided suggestions for the grant programs and the review process.

Aside from LSTA staff, other State Library staff, specifically Library Programs and Development staff, are involved in the LSTA process. Members of the LPD staff attend review team meetings as liaisons and notetakers. LPD staff are assigned as liaisons to individual projects and make at least one site visit during the project year.

V. Communications and Public Availability

Drafts of the Five-Year Plan will be presented to stakeholders as noted under Stakeholder Involvement Procedures. Once the final version has been approved by the LSTA Advisory Council and State Library Board and sent to IMLS, it will be mounted on the State Library of Ohio's website and notification will be made to all customer groups through a variety of communication channels available to the State Library such as listservs, newsletters, and in-person reports at library groups meetings.

Any substantive revision to the Five-Year Plan, will be submitted to IMLS according to the provisions of the law.

Ongoing communication will be maintained to LSTA stakeholders through the following methods:
- The publication of the LSTA Zephyr, the monthly online newsletter of the LSTA office. One component highlights successful LSTA projects.
- Press releases sent to all newspapers in a county receiving an LSTA grant.
- Letters sent to state legislators announcing the availability of grant funds.
- Letters sent to state legislators announcing the funding of a grant to a library in the legislator's district.

- Letters sent to federal legislators announcing the funding of a grant to a library in their district.
- Letters sent to state and federal legislators from districts that receive an LSTA grant.
- Posting highlights of the LSTA Annual Report on the State Library website.
- Posting information on funded LSTA Projects on the State Library website.
- Press releases sent to all newspapers in a county with an exemplary/model LSTA project.

VI. Monitoring Procedures

The monitoring process for sub-grantees consists of the following:

- Quarterly narrative and financial reports which are reviewed by LSTA staff and the liaison consultant.
- All libraries receiving a full or automation grant receives an on-site visit from the LSTA staff orienting the library to the State Library LSTA grant process.
- Automation sub-grantees must also report on each activity in the implementation timeline on the target completion date.
- All automation and full grant sub-grantees will receive a site visit by the liaison consultant. For full grants this site visit will take place at the end of the second quarter; for automation grants the site visit may occur anytime during the project year.
- A termination and closeout financial report.
- A final narrative report providing output and outcome evaluation details available at that time.
- A year-after evaluation report, due 12 months after the termination of the project, which provides in-depth output and outcome evaluation details.

Communication between sub-grantees and the LSTA office is encouraged so as to alleviate possible issues before they become problems. The need for and amount of communication will vary from sub-grant to sub-grant.

The LSTA Five-Year Plan will be reviewed annually by State Library staff and the LSTA Advisory Council to make sure that all program targets are being met. If adjustments are needed to either program targets, the programs themselves (based on changing needs within the state), or the LSTA program in general, they will be discussed and implemented with IMLS approval.